

PARENT PHONE CONTACT

Child's Name: _____

Date: _____

Parent's Name: _____

Age: _____

Teacher's Name: _____

Grade: _____

School: _____

Time Start: _____

Consultant's Name: _____

Time End: _____

Consultant Note: The goals of the Phone Contact are to:

Behavioral goals:

- Identify strengths of the child, family, and school.
- Identify child's priorities in behavioral terms.
- Discuss existing procedures.

Relationship building goals:

- Validate and summarize parents' concerns.
- Express appreciation for parents' commitment and investment in the process.
- Increase communication and knowledge regarding the child, goals, concerns, and culture of family and school.

Consultant and Case Goals for Interview:

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Strengths

Discuss things that are going well; discuss likes and dislikes; establish importance of building upon strengths of all when addressing priorities.

Select Needs

Discuss the priority behaviors and settings. Discuss what is getting in the way of the goals and desires. Ask for questions and any additional behavioral concerns.

What works/What doesn't?

Discuss what has already been tried; point out strengths from what has already worked to be used later in coming up with a plan; emphasize strengths of parents.

Closing and Confirmation

Summarize, emphasizing parents' expertise, strengths, and how this information will help the child to be successful; let parents know they are free to contact you with questions and concerns.

Confirm Date & Time of Meeting 1: Building on Strengths

Revised 7/26/06

CBC in the Early Grades Project, IES Grant # R305F050284
S. Sheridan & T. Glover, Co-Principal Investigators

TEACHER ORIENTATION

Child's Name: _____ Child's Name: _____ Child's Name: _____

Caregiver's Name: _____ Caregiver's Name: _____ Caregiver's Name: _____

Teacher's Name: _____ Grade: _____ School: _____

Date: _____ Consultant's Name: _____ Start Time: _____ End Time: _____

Consultant Note: The goals of the Teacher Orientation are to:

Behavioral goals:

- Introduce the CBC process.
- Review and discuss confidentiality.
- Schedule additional contact if needed and Meeting 1: Building on Strengths.
- Identify strengths of the child, family, and school.
- Discuss existing procedures.

Relationship building goals:

- Emphasize team building and communication across home and school.
- Reinforce joint efforts in addressing needs.
- Discuss teacher's perceptions of the process.
- Reinforce teacher's strengths and competencies for addressing future needs for the child.
- Validate and summarize teacher's concerns.
- Express appreciation for teacher's commitment and investment in the process.
- Increase communication and knowledge regarding the child, concerns, and culture of family and school.

Consultant and Case Goals for Orientation:

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Introduction

Introduce yourself as the consultant. Establish a friendly dialogue and demonstrate interest for the teacher (e.g., ask about past events).

Introduction to CBC

Review meeting content. Describe the roles of everyone involved and what the future meetings will look like. Encourage questions.

Strengths

Discuss things that are going well; discuss likes and dislikes; establish importance of building upon strengths of all when addressing priorities.

Child 1: _____

Child 2: _____

Child 3: _____

Select Needs

Discuss what is getting in the way of the goals and desires. Explore General Concerns.

Child 1: _____

Child 2: _____

Child 3: _____

What works/What doesn't? (If short on time, omit)

Discuss what has already been tried; point out strengths from what has already worked to be used later in coming up with a plan; emphasize strengths of teachers.

Child 1: _____

Child 2: _____

Child 3: _____

Closing and Confirmation

Summarize, emphasizing teachers' expertise, strengths, and how this information will help the child to be successful; let the teachers know they are free to contact you with questions and concerns. Please remember to bring back the behavior rating scale to Meeting 1: Building on Strengths.

Schedule Phone Contact (If necessary for getting information that wasn't gathered)

Teacher Date(s): _____

Time(s): _____

Meet Again - Meeting 1: Building on Strengths

Discuss steps of the next meeting; ask for availability.

Teacher 1) Date(s): _____

Time(s): _____

2) Date(s): _____

Time(s): _____

3) Date(s): _____

Time(s): _____

Revised 7/26/06

PARENT ORIENTATION

Child's Name: _____ Child's Name: _____ Child's Name: _____

Caregiver's Name: _____ Caregiver's Name: _____ Caregiver's Name: _____

Teacher's Name: _____ Grade: _____ School: _____

Date: _____ Consultant's Name: _____ Start Time: _____ End Time: _____

Consultant Note: The goals of the Parent Orientation are to:

Behavioral goals:

- Introduce the CBC.
- Provide refreshments.
- Schedule Phone Contact and Meeting 1: Building on Strengths.

Relationship building goals:

- Emphasize team building and communication across home and school.
- Build relationships and emphasize shared experiences among parent peers.
- Reinforce joint efforts in addressing needs.
- Discuss caregivers' perceptions of the process.
- Reinforce caregivers' strengths and competencies for addressing future needs for the child.
- Communicate appreciation for invested time and effort.

Consultant and Case Goals for Orientation:

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Introduction

Introduce yourself as the consultant and facilitate parent peer introductions and conversation. Emphasize the attitude that everyone's input is vital; use inclusive language.

Parent 1: _____

Parent 2: _____

Parent 3: _____

Child 1: _____

Child 2: _____

Child 3: _____

Introduction to CBC

Review meeting content and format. Describe the roles of everyone involved and what the future meetings will look like. Encourage questions.

Schedule Phone Contact

Schedule phone contacts. Explain this will be an opportunity to begin talking about each child's strengths and needs. Explain that the Behavior Rating Scale will be discussed. Find out what times work best for the parents.

Parent 1

Date(s): _____

Time(s): _____

Parent 2

Date(s): _____

Time(s): _____

Parent 3

Date(s): _____

Time(s): _____

Meet Again - Meeting 1: Building on Strengths

Discuss steps of the next meeting; establish time and place to meet.

Parent 1

Date(s): _____ Time(s): _____

Parent 2

Date(s): _____ Time(s): _____

Parent 3

Date(s): _____ Time(s): _____

Closing

Share contact information. Summarize what was accomplished at the orientation, emphasizing parents' expertise, strengths, and how this information will help the child to be successful; let parents know they are free to contact you with questions and concerns.

Contact Information

Parent(s) 1

Parent(s) 2

Parent(s) 3

Revised 7/26/06

MEETING 1: BUILDING ON STRENGTHS

Child's Name: _____

Date: _____

Parent's Name: _____

Age: _____

Teacher's Name: _____

Grade: _____

School: _____

Time Start: _____

Consultant's Name: _____

Time End: _____

Consultant Note: The goals of the MEETING 1: BUILDING ON STRENGTHS are to:

Behavioral goals:

- Jointly identify and define child's priorities in behavioral terms.
- Jointly establish a procedure to collect data across settings.
- Collaboratively develop developmentally appropriate goals for priority behavior across home and school.
- Discuss what is happening before and after the priority behavior, as well as specific patterns that occur, during the focused time/setting.

Relationship building goals:

- Establish joint responsibility in goal setting and decision making.
- Establish/improve working relationships between parents and teacher, and between the consultant and consultees.
- Identify strengths of the child, family, and school.
- Increase communication and knowledge regarding the child, goals, concerns, and culture of family and school.
- Use inclusive language to strengthen partnerships between home and school.
- Encourage and validate sharing of parents' and teachers' perspectives of the priority behavior.
- Foster an environment that facilitates "give-and-take" communication across settings.
- Promote collaborative decision-making and shared responsibility for plan development.

Consultant and Case Goals for Interview:

Open Up Dialogue

Establish a friendly supportive atmosphere (e.g., position of the chairs, nonverbal communication); demonstrate interest for the consultees (e.g., ask about past events). Establish the attitude that everyone's information is vital; acknowledge that some work has already been done. TAKE OUT GOAL SHEET! Use inclusive language; emphasize the expertise of everyone involved; discuss the importance and roles of each participant (i.e., provide information, collect/set-up assessment and observations); discuss steps of the meeting.

Strengths:

Refer to GOAL SHEET and review strengths.

Needs:

Refer to GOAL SHEET and review needs.

Select and Define the Priority Need

Discuss importance of selecting one priority; select a priority based on goals and desires; define the priority in concrete, observable terms.

Home

School

Select a Focus/Setting

Discuss importance of focus; answer where and when the priority behavior occurs in specific terms; select a focus or a place to start. Establish one setting priority at home and one at school.

Home

School

Summarize target behavior definition and setting

Set Goals

Restate the definition of the priority; discuss information collected; set jointly determined, developmentally appropriate goals.

*** Note that the goal should be directly related to the target behavior. It should be set a level that is easily achievable.**

Home

School

What's Happening

Discuss what is happening before and after the priority behavior, as well as specific patterns that occur, during the focused time/setting; emphasize this information will help to understand why this behavior is happening and how changes can be made.

Before

Home

School

After

Home

School

Other Patterns

Home

School

Why is it Happening?

Summarize information, as well as what's happening during the focused time/setting (organize and summarize relevant information such as attention that is given, key people that affect the occurrence of the priority behavior, skills needed to perform the desired behavior); discuss reasons why the priority behavior is happening

Home

School



What to Do?

Select a focus for change based on why the priority behavior is happening; restate child, teacher and family strengths. REFER TO TOOLKIT for functional interventions. Jointly develop a plan across home and school, building on these strengths; provide an opportunity for parents and teachers to ask questions. GIVE CONSULTEES BRIEF PLAN HANDOUTS! Refer back to "What's Happening?" section if needed. Tell the consultees that they should NOT start the intervention until the next meeting. Provide rationale.

Home

School



Collect Information

Discuss the rationale for collecting information; discuss how they will monitor progress. Remind them to bring the PERFORMANCE SCALE to meeting 2.

Next Appointment: Meeting 2: Planning for Success

Discuss steps of the next meeting. Ask for availability.

Teacher Date(s): _____ Time(s): _____

Parent Date(s): _____ Time(s): _____

Closing

Summarize what was accomplished at the meeting, emphasizing consultees' expertise, strengths, and how this information will help the child to be successful; let consultees know they are free to contact you with questions and concerns. Remind them to think about the plan and how to incorporate it in their home/classroom. Remind them not to start the plan until after the next meeting.

MEETING 2: PLANNING FOR SUCCESS

Child's Name: _____ Child's Name: _____ Child's Name: _____
Caregiver's Name: _____ Caregiver's Name: _____ Caregiver's Name: _____
Teacher's Name: _____ Grade: _____ School: _____
Date: _____ Consultant's Name: _____ Start Time: _____ End Time: _____

Consultant Note: The goals of the MEETING 2: PLANNING FOR SUCCESS are to:

Behavioral goals:

- Review and revise developmentally appropriate goals for priority behavior across home and school.
- Review Goal sheet: what is happening before and after the priority behavior, as well as specific patterns that occur, during the focused time/setting.
- Collaboratively develop a plan built upon strengths and competencies to address the priority behavior across home and school.
- Discuss ways to make the plan fit household/classroom procedures.
- Reaffirm information collection procedures.

Relationship building goals:

- Use inclusive language to strengthen partnerships between home and school
- Encourage and validate sharing of parents' and teachers' perspectives of the priority behavior
- Foster an environment that facilitates "give-and-take" communication across settings.
- Promote collaborative decision-making and shared responsibility for plan development.
- Improve working relationships between parents and teacher, and between the consultant and consultees.

Consultant and Case Goals for Interview:

Open Up Dialogue

Establish a friendly supportive atmosphere (e.g., position of the chairs, nonverbal communication). Explain that we will learn more about the strategies chosen in Meeting 1(TAKE OUT GOAL SHEET!) and how to implement them. HAND OUT AGENDA.

Discuss Information Collected/Adjust Goals

Restate the definition of the priority; discuss information collected; set jointly determined, developmentally appropriate goals based on information collected. Collect PERFORMANCE SCALE and write down the baseline data results and the adjusted goals. Summarize all 3 behaviors and scale, starting with teacher. Emphasize similarities, then set appropriate goals.

	Home	School
Child 1		
Child 2		
Child 3		

Why is it Happening?

Review reasons why the priority behavior is happening (summarize conditions and function).

What to Do?

Review jointly selected plan for home and school, building based on strengths. REFER TO BRIEF PLAN HANDOUTS!

How to Do It

HAND OUT PLAN SUMMARY FORM. *Explain each strategy and how to implement it in the home or classroom. Provide an opportunity for parents and teachers to ask questions and give input; model plan procedures if necessary. Emphasize the importance of implementing and consistently using the strategies we discussed. HAND OUT PERFORMANCE SCALE-explain the rationale for collecting information during the plan implementation stage. Remind them to bring PERFORMANCE SCALE to Meeting 3.*

When to Start It

Determine when the plan will start at home and school.

Summarize and validate plan. *Have everyone recap what they will be doing for the plan, starting with the teacher.*

Next Appointment: Meeting 3: Checking and Reconnecting

Discuss steps of the next meeting. Emphasize the need to evaluate progress and determine if goals were met. Select a time that works for everyone. Schedule Meeting 3 within 2 weeks out.

- **Schedule Meeting 2 follow up at Home with each parent**

Date(s): _____ Time(s): _____

Closing

Summarize what was accomplished at the meeting, emphasizing consultees' expertise, strengths, and how plan implementation will help the child to be successful; let consultees know they are free to contact you with questions and concerns. Let them know you will be contacting them to see how the plan is going.

MEETING 2 Follow Up: PLANNING FOR SUCCESS AT HOME

Child's Name: _____

Date: _____

Parent's Name: _____

Age: _____

Teacher's Name: _____

Grade: _____

School: _____

Time Start: _____

Consultant's Name: _____

Time End: _____

Consultant Note: The goals of the MEETING 2 Follow Up: Planning for Success at Home include:

Behavioral goals:

- Review Goal sheet: what is happening before and after the priority behavior, as well as specific patterns that occur, during the focused time/setting.
- Collaboratively work out the details of the intervention introduced in the group Meeting 2
- Discuss ways to make the plan fit household procedures.
- Observe & give feedback.
- Model & rehearse plan components.
- Reaffirm information collection procedures.

Relationship building goals:

- Validate and summarize parents' concerns.
- Express appreciation for parents' commitment and investment in the process.
- Express importance of parents' role in the success of the intervention plan.
- Increase communication and knowledge regarding the intervention plan.

Consultant and Case Goals for Interview:

Open Up Dialogue

Establish a friendly supportive atmosphere (e.g., position of the chairs, nonverbal communication). Explain that we will learn more about the strategies introduced in Meeting 2 (PLAN SUMMARY BOOKLET & PLAN SUMMARY SHEET!) and how to implement them.

How to Do It

HAND OUT PLAN SUMMARY FORM. *Explain each strategy and how to implement it in the home. Provide an opportunity for parents to ask questions and give input; If the plan is already in place, ask to observe the parent implementing the plan and give feedback when possible; Model and rehearse key plan components for the parent and make sure that they understand. Emphasize the importance of implementing and consistently using the strategies we discussed. Problem-solve potential challenges. Involve the child whenever possible. **HAND OUT PERFORMANCE SCALE**-explain the rationale for collecting information during the plan implementation stage. Remind them to bring **PERFORMANCE SCALE** and **PERMANENT PRODUCTS** to Meeting 3.*

When to check in

Let the parents know you will be checking in to see how the plan is going, to problem-solve as needed and to encourage their consistent use of the plan.

Summarize and validate plan. Have the parents recap what they will be doing for the plan.

Next Appointment: Meeting 3: Checking & Reconnecting

Follow up on availability.

Teacher Date(s): _____ Time(s): _____

Parent Date(s): _____ Time(s): _____

Closing

Summarize what was accomplished at the meeting, emphasizing parents' expertise, strengths, and how this plan will help the child to be successful; let parents know they are free to contact you with questions and concerns. Remind them to use the plan consistently, and to record what they did.

MEETING 3: CHECKING AND RECONNECTING

Child's Name: _____ Child's Name: _____ Child's Name: _____
Caregiver's Name: _____ Caregiver's Name: _____ Caregiver's Name: _____
Teacher's Name: _____ Grade: _____ School: _____
Date: _____ Consultant's Name: _____ Start Time: _____ End Time: _____

Consultant Note: The goals of the MEETING 3: CHECKING AND RECONNECTING are to:

Behavioral goals:

- Determine if the goals for the priority behavior have been met.
- Evaluate what worked and what didn't.
- Discuss continuation or termination of plan.
- Schedule additional meetings if necessary, or terminate consultation.

Relationship building goals:

- Continue to promote open communication and collaborative decision-making across the home and school settings
- Reinforce joint efforts in addressing needs
- Discuss caregivers' and teachers' perceptions of the plan and process
- Reinforce caregivers' and teachers' strengths and competencies for addressing future needs for the child
- Establish means for caregivers and teachers to continue to partner in the future
- Foster communication between parent peers.

Consultant and Case Goals for Interview:

Open Up Dialogue

Establish a friendly supportive atmosphere (e.g., position of the chairs, nonverbal communication); demonstrate interest for the consultees (e.g., ask about past events)

How did it Work/What Happened?

Restate the plans and the goals; discuss how the plan worked and if the goals were met; decide where to go from here (e.g., modify plan, set a new goal, use plan in another setting, end consultation). Discuss PERFORMANCE SCALE results and graph. Make future decisions based on the data collected.

	Home	School
Child 1		
Child 2		
Child 3		

Change Plan

Discuss what worked and what didn't, emphasizing strengths of the plan; it may be necessary to re-evaluate what is happening before and after, as well as specific patterns, and why the priority behavior is occurring; refer to previous interview forms; Discuss what caregivers and teachers thought about why the behavior changed.

	Home	School
Child 1		
Child 2		
Child 3		

Continue the Plan

Discuss how to continue positive changes over time; discuss continuing the plan (e.g., other times and settings) OR changing the goal. Add in prosocial components to the plan; Discuss how you might use similar ideas to address future needs, emphasizing specific plans to address priorities, as well as the collaborative decision-making process.

	Home	School
Child 1		
Child 2		
Child 3		

Discuss Need for Future Meeting

Summarize the plan and the partnership building process, emphasizing collaborative decision making, strengths, expertise, and home school communication; Discuss if a formal meeting is necessary; discuss informal methods (e.g., e-mail, phone calls, home school notes), emphasizing the value of continued communication; discuss plan for follow-up and provide caregivers and teachers with extra plan worksheets and data collection forms. Discuss fading and generalization procedures.

	Home	School
Child 1		
Child 2		
Child 3		

END CONSULTATION

Discuss ways to keep in touch with the consultant and with each other

Schedule Next Appointment if Needed

Discuss steps of the next meeting. Emphasize the need to evaluate progress. Select a time that works for each involved.

Child 1 Date(s): _____ Time(s): _____

Child 2 Date(s): _____ Time(s): _____

Child 3 Date(s): _____ Time(s): _____

Closing

Summarize what was accomplished at the meeting, emphasizing consultees hard work, and how plan implementation helped their children to be successful; let consultees know they are free to contact you with questions and concerns. Discuss what is involved in the process beyond this meeting (i.e., observing, integrity, packets, next year).

ORIENTATION



Introductions



What is conjoint behavioral consultation?



What is my role?



What happens next?



_____ (consultant) will call me:

Date:

Time:



MEETING 1

BUILDING ON STRENGTHS



What does _____ do well, what does he/she like?
(Include those discussed from phone contact, what else should we add to the list?)



What is getting in the way of him/her doing well?
(Include concerns from telephone contact)



What behavior do we want to focus on?
(List behaviors identified during the telephone contact)



Let's define exactly what we mean by _____.



What time and place do we want to focus on first?



What are our goals for _____?



What is happening before, during, and after the behavior?



Why is the behavior happening?



What can we do to help _____ be more successful?
(Review brief handouts and select strategy for change)



How will we gather information?
(Hand out performance rating scales)



MEETING 2 PLANNING FOR SUCCESS



Review Goal Sheet



Review information collected



Discuss selected plan (Provide plan summary sheets)



Let's talk about how those will look in your home/classroom
and the tools we will need.



How do we carry out the plan?



Discuss ways to continue collecting information (Hand out performance rating scales)



Decide when the group can come together for Meeting 3.

MEETING 3 CHECKING AND RECONNECTING



Did _____ meet his/her goals?

Goal:



Review Goal Sheet



What worked and what didn't work with the plan?



What should we do next?

A) Change plan

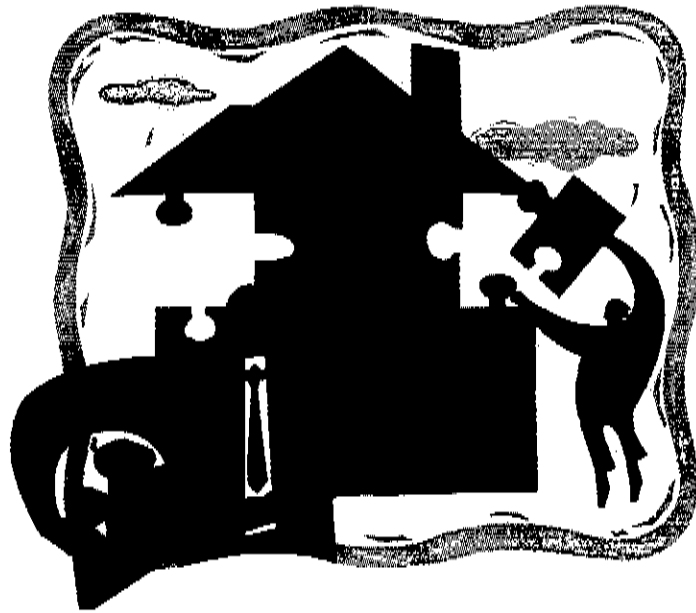
B) Continue plan

C) Pick new focus



Identify ways to keep in touch

CBC in the Early Grades



Intervention Toolkit

ESCAPE

1. ADJUST DEMAND DIFFICULTY

WHAT IS IT?

Change the difficulty level of the direction/demand or the task

WHAT DOES IT LOOK LIKE?

Strategy – Provide Easier Work

- Decrease the level of the demand. For example, at home parents can decrease the demands for chores or at school teachers can give easier classwork.

2. OFFER CHOICES

WHAT IS IT?

Allow students to have a variety of choices when giving them a task

WHAT DOES IT LOOK LIKE?

Strategy – Allow Students to Choose

This strategy provides choices that result in similar outcomes

- Possible choices may include:
 - Task to complete
 - Partners for activities
 - Sequence of tasks to be completed
 - Where to complete the task
 - When to complete the task
 - The amount of assistance given to complete the task

3. INCREASE STUDENT PREFERENCE/INTEREST IN ACTIVITY

WHAT IS IT?

Adjust the activity so the students are more interested in it.

WHAT DOES IT LOOK LIKE?

Strategy – Incorporate Student Hobbies/Interests into Activities

- Teachers can incorporate student preferences into academic activities. For example, if the activity is a book report and a lot of the children are interested in sports, have the topic of the book report be related to sports.

4. ASSURE THE ACTIVITIES HAVE FUNCTIONAL OR MEANINGFUL OUTCOME

WHAT IS IT?

Make sure the activity means something to the child or helps them learn something

WHAT DOES IT LOOK LIKE?

Strategy – Provide Activities with a Valued Outcome

- Teachers can provide activities with a valued outcome. For example, practicing spelling words during class will not only help the children learn the words but it will help them increase their scores on the Friday test.

5. ALTER TASK LENGTH

WHAT IS IT?

Decrease the length of an activity or task

WHAT DOES IT LOOK LIKE?

Strategy – Shorten Activity

- Teachers may shorten the academic activity. For example, instead of having a 30 minute silent reading time, have a 15 minute silent reading time and then have a different reading activity.

Have more breaks throughout the day and throughout activities.

Strategy – Provide Frequent Breaks

- Teachers can provide frequent breaks during the day. For example, after the student completes 10 math problems they get a 2 minute break. Then after they complete another 10 math problems they get another break, etc.

6. MODIFY MODE OF TASK COMPLETION

WHAT IS IT?

Change the materials or way that the student must do the task.

WHAT DOES IT LOOK LIKE?

Strategy – Change Medium/Materials

- Teachers may alter the medium for a task. For example, instead of children learning math facts through problems on a worksheet let them use white boards, flashcards, or learn math through a game format.

7. USE BEHAVIORAL MOMENTUM/TASK INTERSPERSAL

WHAT IS IT?

Once a series of behaviors start to occur, they generally continue their momentum and continue to occur.

WHAT DOES IT LOOK LIKE?

Strategy – Behavioral Momentum

- Ask the child to do things that he/she already likes to do. Then follow these requests with something that the child is less likely to do. This increases the likelihood that the child will answer yes to the next question.
- Start by selecting a series of behaviors that the child already likes to do.
- Ask the child to do several of the likely behaviors.
- Ask two or three likely behaviors before the unlikely behavior.
- Behavior momentum can be worked into your schedule at home at crucial times (e.g. homework time) or in school.

Fun way to use behavior momentum:

The “Mystery Chore” game.

- Label a container with a lid “mystery chore
- At the beginning of each week, place money in the jar
- Write the mystery chore on a paper and seal it in a mystery motivator envelope. Tape the envelope near the jar.
- Tell the kids you will open the envelope at the end of the week.
- If the child did the mystery chore then they receive the money in the jar.

Try using rhymes. For example: Use the hokey pokey and at the end of the game say... "Take out the garbage".

Try the "What I like to Do" game:

- Have the child make up a list of things he/she likes to do and write it on pieces of paper.
- Put these papers in a jar
- Then the child draws out two papers and does the things listed
- Then you pick the third thing for the child to do ... "feed the dog."

8. Increase Predictability

WHAT IS IT?

Plan ahead so the child can predict what will come next in his/her schedule.

WHAT DOES IT LOOK LIKE?

Strategy – Have Classroom or Household Rules

Make a list of proactive rules. Recommendations include:

- Few in number - only have three to five rules
- Keep wording simple
- Have the rules represent basic expectations
- Keep wording positive
- Make rules specific
- Make rules that describe observable behavior
- Make rules that describe behavior that is measurable
- Post the rules where children can see them
- Tie rules to consequences
- Always include a compliance rule

Strategy – Develop a Schedule

Create a schedule for the family or classroom.

- Determine the times for set activities (e.g. lunch)
- Determine organizational activities. These account for additional noninstructional time
- Determine the specific instructional tasks or activities which must take place during the day to meet requirements and estimate the time it will take to do these tasks.
- On paper, organize all activities identified in steps 1-3 into a time frame.

*ONLY 70% of the school day should be scheduled for instructional time (5.2 hours)

*These can be adapted for home activities.

Strategy – Bedtime Checklist

Make a list of activities that must be done at bedtime.

- Think of a bedtime routine that you want to establish
- Think of all the things that your child needs to do and the things you would like to include
- Write these down in order from 1 to...
- On the checklist you want to include anything your child might use as an excuse to delay going to bed or getting up again.
- Post the checklist in plain sight in the bedroom.

- Consequences can be connected to the number of tasks completed
- *Checklists can be used at school for any difficult time in the day.

Strategy – Homework Planning

A plan for determining what homework time looks like.

- **Where?** Select the right spot for homework time (quiet, free from distractions)
- **What?** Put together a homework survival kit (e.g. include supplies that the child might need).
- **When?** Set up a daily homework time. Anticipate conflicts in the schedule and let your child know that play comes after homework. Try to do far before bedtime.
- **Reward?** Set up a motivation system and reward accurate homework completion. See motivation section of toolkit.
- **How?** Tutor your child when they need help in a subject.

Strategy – Picture or Activity Checklists

- Make a list of the activities that the child is expected to take part in for the whole day or a selected part of the day. Next to each activity, put a picture/drawing related to that activity. The picture will be used as a prompt to move on to that activity.
- These can be used with verbal or nonverbal children.
- When the child completes the activity have him/her check off the completed task or move down to the next task.

9. MODIFY INSTRUCTIONAL DELIVERY

WHAT IS IT?

Alter how you instruct the class in academics
OR alter how you deliver commands at home or school.

WHAT DOES IT LOOK LIKE?

Strategy – Effective Requests

Delivering effective commands increases the likelihood that a child will comply with the request. Connect compliance to a reward menu and have pre-established consequences for noncompliance.

Characteristics of effective requests:

- Say start instead of stop. Tell the child what to do rather than what not to do.
- Use clear directive, not a question.
- Make eye contact.
- Stand near the child when giving the request.
- Use a neutral, firm tone of voice.
- Build behavior momentum (see above).
- Give descriptive directions.
Make the demand possible. You may want to divide a large request into little steps.
- Wait five seconds after giving a command.
- Only give a request twice.
- Remain calm.

- Reward compliance.

Sequence of effective requests:

- Give an effective request (use suggestions above). For example, *"Please start your work."*
- Wait 5-10 seconds for the child to react
- If the child **does** follow the command, reward him/her.
- If the child **does not** follow command, repeat the request but word it **YOU NEED TO...**
- After you repeat the request, wait 5-10 seconds.
- If the child complies then provide a reward. If the child does not comply then provide a consequence (e.g. time out).

Strategy – Academic Instruction

Change the instruction so it is more effective.

- Academic Learning Time: Increase the amount of time the students are actively engaged in, and experiencing success in, learning.
 - Begin on time
 - Minimize "housekeeping" tasks
 - Minimize transition time
- Direct Instruction: This type of instruction maximizes academic learning time and provides a very structured learning environment. There is no single type of direct instruction. There are many commercial instructional materials recommended. Some characteristics of programs include:
 - Teacher presentations are scripted and preplanned.
 - Presentations are fast paced.
 - Small groups are utilized to maximize student response opportunities and teacher monitoring.
 - Oral group responding is incorporated to monitor ongoing learning.
 - Skills are taught to mastery.
 - Individual mastery tests are administered.
 - Student motivation is maintained by teacher praise and encouragement and other rewards.
 - When students make errors, correction is immediate, using specific correction procedures.



“Wanting Attention”

- Strategy: Wandering Social Praise
- Description: The teacher walks around the classroom and randomly praises a few students for good behavior.
- Purpose: To provide positive adult attention to the behaviors we want to see again.
- Outcome: Teachers prevent problem behaviors by being physically close to students AND they increase appropriate behaviors by giving praise to students who are doing what they are supposed to be doing!



“Getting Out of Something I Don’t Like”

- Strategy:** Provide Frequent Breaks
- Description:** Provide the child with more breaks during the day and throughout the task or activity.
- Purpose:** To help the child stay focused and attentive throughout the activity.
- Outcome:** The child will be more likely to complete the task when he/she is allowed to take periodic breaks.



“Getting Out of Something I Don’t Like”

Strategy: Bedtime Checklist

Description: Make a list of activities/tasks that must be done at bedtime.

Purpose: To help the child predict what will come next in his/her schedule and teach the child the expected behaviors.

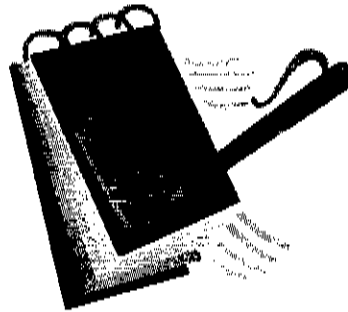
Outcome: The child will be more willing to complete his/her bedtime routine if there is a checklist that points out exactly what needs to be done.



“Motivate Me!”

- Strategy: Chart Moves
- Description: A technique that uses dot-to-dot pictures so students can track their own progress and determine when rewards will be given.
- Purpose: A unique way to provide motivation and frequent recognition for positive behavior.
- Outcome: Chart moves can increase good behavior and help the child become more aware of his/her own behavior.

* A variation is to use magic “decoding” pens and mark reward dots with an invisible ink magic marker.



“Talking with Each Other”

Strategy: Home-School Notes

Description: A note that shares information about the child's behavior is sent back and forth between the teacher and parents.

Purpose: To provide a way for parents and teachers to communicate regularly about the child's behavior.

Outcome: Home notes can improve behavior and increase communication between the home and school.

Date:

Meeting:

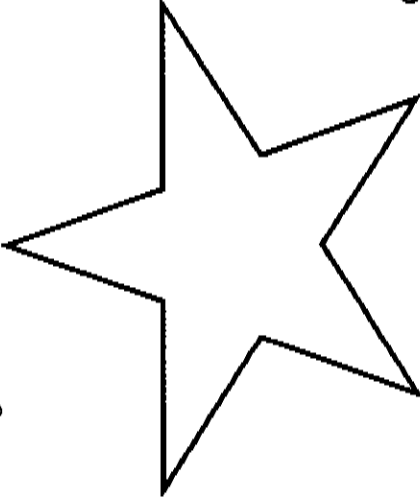
Child's Name

STRENGTHS

Home

School

Conjoint Home/School Goals



PRIORITIES

Home

School

Target Behavior:

Goal:

WHAT HAPPENS BEFORE?

WHAT HAPPENS AFTER?

PATTERNS OF BEHAVIOR

Home

School

HYPOTHESES

INTERVENTIONS

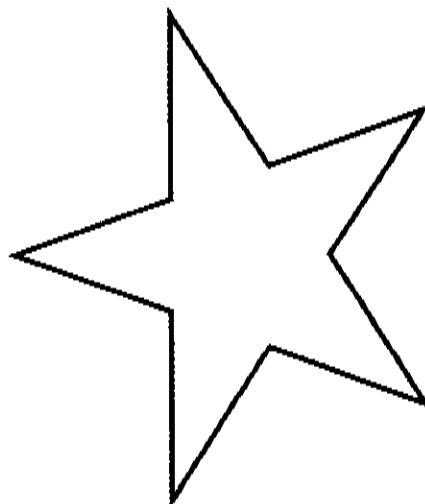
OUTCOME

Home

School

Eric

Conjoint Home/School Goals



<u>STRENGTHS</u>	
<i>Home</i>	- Very intelligent - Very strong willed and determined - Energetic and passionate - Likes anything scientific and construction machines
<i>School</i>	- Very smart and gifted in reading - Prefers individual play - A creative problem solver - Good at task completion

<u>PRIORITIES</u>	
<i>Home</i>	- Accepting directions - Being impulsive
<i>School</i>	- Following directions - Paying attention, off-task - More interaction with friends

Target Behavior: Home: Follow Directions first time asked
School: Follow directions right away.

Goal: Home: Eric will initiate 3 evening tasks within 10 seconds of being asked
School: Eric will complete 3 math tasks within 10 seconds of being asked

<i>Home</i>	<i>School</i>
<u>WHAT HAPPENS BEFORE?</u> Eric's asked to get ready for bed on his own.	Math time, doesn't like math
<u>WHAT HAPPENS AFTER?</u> Mom yells at him and then eventually goes up stairs to help him get ready	Teacher gives him several reminders, about he won't start until everyone else has finished
<u>PATTERNS OF BEHAVIOR</u> After he's just eaten he has lots of extra energy	Math is not his favorite subject. He doesn't want anyone to think he can't do his work.

<i>Home</i>	<i>School</i>
<u>HYPOTHESIS</u> He doesn't want to get ready for bed. He'd rather stay up and play.	He would rather sit than get started on his work.
<u>INTERVENTIONS</u> Bedtime checklist, chart move, home-school note	Wandering praise, chart move, home-school note
<u>OUTCOME</u> Eric meeting his goal consistently, Eric is initiating 4 evening tasks within 10 seconds	Eric is meeting his goal consistently, Eric is completing 4 math tasks within 10 seconds

PERFORMANCE SCALE FOR _____

Home _____ School _____
Pre-Plan _____ Post-Plan _____

Date: _____

Due Date: _____

Instruction: Write the agreed upon target behavior and goal in the space provided. Decide on the appropriate scoring for each point value on the rating scale and enter into blank spaces on the next page. Circle a point value (1-5) that corresponds to the occurrence of the target behavior daily. Record the daily rating onto the graph to monitor progress over time.

Target Behavior: _____

Goal: _____

Scoring Levels: 1 = Worst Possible Outcome 2 = Worse than Normal Outcome
3 = Typical Outcome 4 = Better than Normal Outcome 5 = Best Possible Outcome

Scoring Definition:

1 = _____ 2 = _____ 3 = _____ 4 = _____ 5 = _____

Day 1/Date: _____

1	2	3	4	5
---	---	---	---	---

Day 2/Date: _____

1	2	3	4	5
---	---	---	---	---

Day 3/Date: _____

1	2	3	4	5
---	---	---	---	---

Day 4/Date: _____

1	2	3	4	5
---	---	---	---	---

Day 5/Date: _____

1	2	3	4	5
---	---	---	---	---

Day 6/Date: _____

1	2	3	4	5
---	---	---	---	---

Day 7/Date: _____

1	2	3	4	5
---	---	---	---	---

PERFORMANCE SCALE FOR Eric

Home _____

School X

Pre-Plan _____

Post-Plan X

Date: 1/9/07

Due Date: 1/23/07

Instruction: Write the agreed upon target behavior and goal in the space provided. Decide on the appropriate scoring for each point value on the rating scale and enter into blank spaces on the next page. Circle a point value (1-5) that corresponds to the occurrence of the target behavior daily. Record the daily rating onto the graph to monitor progress over time.

Target Behavior: Following directions - Eric begins task within 10 seconds of being asked

Goal: Eric will complete 3 math tasks within 10 seconds

Scoring Levels: 1 = Worst Possible Outcome 2 = Worse than Normal Outcome

3 = Typical Outcome 4 = Better than Normal Outcome 5 = Best Possible Outcome

Scoring Definition: The number of math tasks completed with only 1 reminder

1 = 0 tasks 2 = 1 task 3 = 2 tasks 4 = 3 tasks 5 = 4 tasks

Day 1/Date: Monday 1/9/07

1	2	3	<u>4</u>	5
---	---	---	----------	---

Day 2/Date: Tuesday 1/10/07

1	2	3	4	<u>5</u>
---	---	---	---	----------

Day 3/Date: Wednesday 1/11/07

1	2	3	4	<u>5</u>
---	---	---	---	----------

Day 4/Date: Thursday 1/12/07

1	2	3	<u>4</u>	5
---	---	---	----------	---

Day 5/Date: Friday 1/13/07

1	2	3	4	<u>5</u>
---	---	---	---	----------

Day 6/Date:

1	2	3	4	5
---	---	---	---	---

Day 7/Date:

1	2	3	4	5
---	---	---	---	---

Conjoint Behavioral Consultation in the Early Grades

Plan Summary Form

Child's Name _____

Home _____ School _____ Date: _____

Y = Yes (the step was completed as planned)

Ab = Absent child or absent adult (out of room, on vacation, weekend, change in schedule, illness etc.)

NCC = Step not completed by child (the child did not perform required behavior, e.g. the child did not meet goal or the child did not display inappropriate behavior)

NCA = Step not performed or completed by adult (child was present but adult did not observe the child or did not complete the step completely or accurately)

Plan Steps:

	M	T	W	R	F	S	Sun
1.	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA
2.	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA
3.	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA
4.	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA
5.	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA
6.	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA
7.	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA	Y Ab NCC NCA
8. Turn in these items to the consultant:							
Special Notes:							

Conjoint Behavioral Consultation in the Early Grades

Plan Summary Form for ERIC

Home X School _____ Date: 1-23-07

Y = Yes (the step was completed as planned)

Ab = Absent child or absent adult (out of room, on vacation, weekend, change in schedule, illness etc.)

NCC = Step not completed by child (the child did not perform required behavior, e.g. the child did not meet goal or the child did not display inappropriate behavior)

NCA = Step not performed or completed by adult (child was present but adult did not observe the child or did not complete the step completely or accurately)

Plan Steps:

	M	T	W	R	F	S	Sun
1. Checked occurrence/nonoccurrence of behavior for each listed step. (record steps on checklist)	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA
2. Did not deliver reward when child did not meet goal.	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab <u>NCC</u> NCA	<u>Y</u> Ab <u>NCC</u> NCA	<u>Y</u> Ab <u>NCC</u> NCA	<u>Y</u> Ab <u>NCC</u> NCA	<u>Y</u> Ab <u>NCC</u> NCA	<u>Y</u> Ab <u>NCC</u> NCA
3. Delivered identified reward (TV) when child met goal.	<u>Y</u> Ab <u>NCC</u> NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA
4. Complete home-school note (homework note)	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA
5. Sent note with child (home/school)	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA
6. Checked note	<u>Y</u> <u>Ab</u> NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA
7.	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA
8. Completed Performance Rating Scale	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA	<u>Y</u> Ab NCC NCA
9. Turn in these items to the consultant: Bedtime checklist & home/school note							
Special Notes:							

Eric's Bedtime List

	Mon 1-9-07	Tues 1-10-07	Wed 1-11-07	Thurs 1-12-07	Fri 1-13-07	Sat 1-14-07	Sun 1-15-07
Shower 	Needed Reminders	Needed Reminders	Yes	Yes	Yes	Yes	Yes
Put on PJ's 	Needed Reminders	Yes	Yes	Yes	Yes	Yes	Yes
Backpack Ready 	Needed Reminders	Needed Reminders	Needed Reminders	Needed Reminders	Needed Reminders	Yes	Yes
Brush Teeth 	Needed Reminders	Yes	Yes	Yes	Yes	Needed Reminders	Needed Reminders
Reward 	No	No	TV time!	TV time!	TV time!	Extra Story	Extra Story